**Tick if visible**

**No Differentiation in your class**

|  |  |  |
| --- | --- | --- |
|  | Students follow the same lesson |  |
|  | The lesson starts at the same point for all |  |
|  | The same teaching strategies are employed for all |  |
|  | All students end at the same point (or have to catch up by the next lesson) |  |
|  | The same follow-up lesson occurs for all |  |
|  | The same assessment/evaluation is used for all and at the same time |  |
|  | The same texts may be used by all students regardless of ability |  |

**Partial Differentiation**

|  |  |  |
| --- | --- | --- |
|  | Teachers provide choices (questions, options, reading material, etc) |  |
|  | Extra or different work is set for students who finish early |  |
|  | Interest groups, clubs, hobbies and camps (enrichment) are provided |  |
|  | Choice of subjects and electives is possible at secondary level |  |
|  | Advanced level subjects are available in the senior years |  |
|  | Different assignments are sometimes set |  |
|  | A problem solving approach may be adopted |  |
|  | Project work and individual work is permitted and even encouraged |  |
|  | Students may work in small groups |  |

It should be noted that, while partial differentiation caters for some needs, it does not provide fully for individual students who require to work at a different pace or who need to be trained in individual learning strategies. As the following list indicates, full differentiation has the following characteristics.

**Full Differentiation**

|  |  |  |
| --- | --- | --- |
|  | Students are tested for their entry point in new learning situations |  |
|  | The time devoted to routines and basics is reduced when required |  |
|  | The curriculum is compacted if necessary |  |
|  | Extension / acceleration are normal |  |
|  | Different content is negotiated when required |  |
|  | Different levels of work are practised in the classroom |  |
|  | Enrichment is appropriate (different skills; long term goals) |  |
|  | Independent study is acceptable and contracts are employed; study/research skills and strategies are taught |  |
|  | Integrated studies are emphasised |  |
|  | Students may negotiate an I.E.P. if it is required |  |

Full differentiation breaks away from continuous class instruction and seeks to meet the needs of individual students.

**(Extract from: The Regular Classroom Teacher: The Weak Link In Gifted Education?©** by Eddie Braggett)